

CENTRAL GENERIC THEOLOGICAL SEMINARY
Syllabus Assessment Rubric

Course:	Prof:	Term:
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Ranking: Rank entries according to the rating on the worksheet: 1 = No evidence/no compliance 2 = Vague evidence 3 = Sufficient to interpret 4 = Strong evidence 5 = Overt evidence of intentionality N/A = Does not apply.

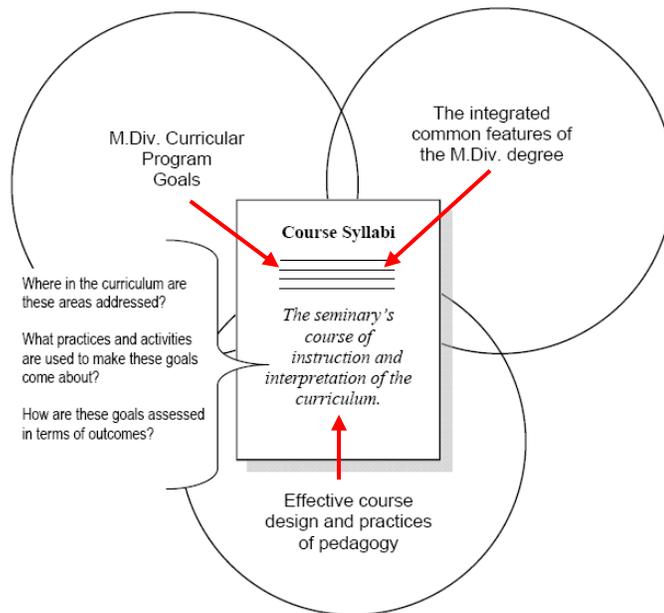
Ranking Description	
1 = No evidence/no compliance	No clear evidence of the component
2 = Vague evidence	There is evidence of the component in the syllabus but language or indication is vague. Student would have to interpret the language that may or may not allude to the component
3 = Sufficient to interpret	There is sufficient evidence to identify the component or give it the benefit of doubt
4 = Strong evidence	The component is clearly identified or the intent is clearly interpreted
5 = Overt evidence of intentionality	There is evidence that the component is intentionally integrated into the course and comprises a significant part of the course design or learning intent
N/A = Does not apply	The component does not apply to the course (this should be a rare occurrence).

1. Please rate each syllabus component:						
	5	4	3	2	1	NA
1. Does the syllabus give evidence of following learning outcomes related to the seminary M.Div. program goals? (see p. 2)						
2. Does the syllabus give evidence of sound course design and effective pedagogy?						
3. Does the syllabus follow the <i>Catalog</i> course description?						
4. Does the syllabus follow the recommended format in the Course Syllabus and Template Guidelines?						
5. Do the course learning objectives follow appropriate form?						
Demonstrable (measurable; can be assessed)						
Student-centered						
Distinguish between a learning objective and a learning activity						
Align with CGTS program goals						
Address ATS degree standards						
Address course description's intent						
Overtly identifies alignment with degree program goals						
6. Does the syllabus identify student work products for assessing embedded program outcomes?						
Reflection paper or product						
Interpretation paper or product						
Academic research paper or product						
Performance and/or praxis product						
Other:						
7. Does the syllabus contain or identify existence of learning assessment rubric?						
8. Does the course meet the course credit load criteria?						
9. Does the syllabus follow the CGTS grading policy?						
Comments and recommendations:						

The published **goals of the CGTS M.Div. curriculum**, as approved by the faculty, states that the student will:

1. Be able to articulate a call to ministry, understood as a process of discernment within the framework of spiritual and ministerial formation
2. Be competent in basic ministerial skills: biblical, historical, theological interpretation, pastoral care, preaching, worship, leadership, and general written and oral communication
3. Be able to integrate the skills listed in the previous goals and apply them to specific ministerial settings. (Faculty Minutes, March 10, 2013).

Chart: The integrated components reflected in effective course syllabi



CGTS Degree Program Goals:

Ensure that your course syllabus clearly identifies, by identifier, the degree program goals addressed in your published learning objectives. Include the identifier in parenthesis after each learning outcome.

1. Be able to articulate a call to ministry, understood as a process of discernment within the framework of spiritual and ministerial formation

1A. Articulate a call to ministry.

1B. Understand the process of discernment.

1C. Give evidence of spiritual and ministerial formation

2. Be competent in basic ministerial skills: biblical, historical, theological interpretation, pastoral care, preaching, worship, leadership, and general written and oral communication

2A. Demonstrate competence in biblical interpretation

2B. Demonstrate competence in historical and theological interpretation

2C. Demonstrate competence in pastoral care

2D. Demonstrate competence in preaching

2E. Demonstrate competence in worship leadership

2F. Demonstrate competence in pastoral leadership

2G. Demonstrate competence in oral and written communication

3. Be able to integrate the skills listed in the previous goals and apply them to specific ministerial settings

3A. Demonstrate ability to integrate program goals

3B. Applies skill in biblical interpretation in specific ministerial settings

3C. Applies skill in historical and theological interpretation in ministerial settings

3D. Applies skill in pastoral care in specific ministerial setting

3E. Applies skill in preaching in specific ministerial setting

3F. Applies skill in worship leadership in specific ministerial setting

3G. Applies skill in pastoral leadership in specific ministerial setting

3H. Applies skill in oral and written communication in ministerial setting